

12.2.2 Unit Overview

“Th'abuse of greatness is when it disjoins / remorse from power.”

Text	<i>Julius Caesar</i> by William Shakespeare
Number of Lessons in Unit	22

Introduction

In the second unit of Module 12.2, students continue to develop the skills, practices, and routines of close reading and evidence-based writing and discussion. Throughout Module 12.2, students have opportunities to apply and refine their speaking and listening skills in small-group dramatic reading performances. Students also practice and apply their informative writing skills to craft a multi-paragraph essay independently.

In this unit, students read *Julius Caesar* by William Shakespeare, a dramatic account of Julius Caesar's assassination and its aftermath. Students build upon key understandings from 12.2.1 as they analyze how Shakespeare introduces and develops central ideas over the course of the play. In their analysis of Thoreau's "Civil Disobedience," students delineated Thoreau's complex claims about the ways in which ethics, or conscience, informs an individual's relationship to the state. In their analysis of *Julius Caesar*, students continue to explore the how the central idea of ethics, in relation to Roman ideals of honor, interacts with the central idea of the relationship between the individual and the state. Additionally, students continue to engage with the central idea of exercise of power, an idea threaded throughout their analysis of Bhutto's speech and Thoreau's essay, as well as with the new central idea of social bonds.

Students also consider Shakespeare's choices about how to structure the drama and develop the characters, focusing in particular on his decision to kill the title character midway through the play. They also engage in an analysis of Shakespeare's powerful language, most notably in Brutus's and Antony's funeral speeches, exploring the different ways in which Shakespeare uses language to convey characters' points of view. Students' analyses of Shakespeare's craft, in conjunction with their work with central ideas, scaffolds to a broader exploration of the complex question of the relationship between the play's full title *The*

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Tragedy of Julius Caesar and the events of the play, and prepares students to write an informative multi-paragraph essay on this topic.

In addition, students work in small groups and apply their understandings of the text to select and interpret a scene to present to their peers. Students work together to develop presentations of their chosen scenes, to demonstrate comprehension of the scene as well as an understanding of the cumulative impact of Shakespeare's specific word choices on meaning and tone.

There are two formal assessments in this unit. In the Mid-Unit Assessment, students reflect upon whether or not Caesar's death is a "sacrifice" or a "butchery" in a formal, written response. In Part 1 of the End-of-Unit Assessment, students present their dramatic readings. In Part 2 of the End-of-Unit Assessment, students write a formal, multi-paragraph response in which they either explain why *The Tragedy of Julius Caesar* is an appropriate title for the play, or propose and defend an alternate title.

Literacy Skills and Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about text
- Independently develop questions for further textual analysis
- Make claims about texts using specific textual evidence
- Collect and organize evidence from texts to support analysis in writing
- Paraphrase and quote relevant evidence from texts
- Independently preview texts in preparation for supported analysis
- Independently read and annotate text in preparation for evidence-based discussion
- Use vocabulary strategies to define unknown words
- Write informative texts to examine and convey complex ideas
- Use rubrics and checklists for self-assessment and peer review of writing
- Use speaking and listening skills in preparation for a dramatic reading performance

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Standards for This Unit

College and Career Readiness Anchor Standards for Reading

CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
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CCS Standards: Reading – Literature

RL. 11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL. 11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL. 11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL. 11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL. 11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCS Standards: Reading – Informational Text

None.

CCS Standards: Writing

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<p>W. 11-12.2.a-f</p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<p>W.11-12.9.a</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCS Standards: Speaking & Listening

SL. 11-12.1.b,c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
CCS Standards: Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L. 11-12.2.a,b	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>
L. 11-12.4.a,c	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>
L. 11-12.5.a,b	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>

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Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	RL.11-12.2, RL.11-12.3, RL.11-12.5, RL.11-12.6
Description of Assessment	Students participate in reading and discussion, write informally in response to text-based prompts, and participate in evidence-based discussions.

Mid-Unit Assessment	
Standards Assessed	RL.11-12.2, W.11-12.2.a-f, L.11-12.1, L.11-12.2.a, b
Description of Assessment	Student learning is assessed via a multi-paragraph response. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text: Is Caesar's death a "sacrifice" or a "butchery"?

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End-of-Unit Assessment	
Standards Assessed	RL.11-12.3, RL.11-12.4, W.11-12.2.a-f, SL.11-12.6, L.11-12.1, L.11-12.2.a, b
Description of Assessment	<p>Student learning in Part 1 of the End-of-Unit Assessment is assessed via student participation in the following task: Perform a dramatic reading of one scene from <i>Julius Caesar</i>, demonstrating comprehension through the use of affect, diction, and movement.</p> <p>Student learning in Part 2 of the End-of-Unit Assessment is assessed via a formal, multi-paragraph response to the End-of-Unit Assessment. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text: Explain how the title <i>The Tragedy of Julius Caesar</i> is appropriate for the play, or propose a new title and explain why it is more appropriate.</p>

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Unit-at-a-Glance Calendar

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Lesson	Text	Learning Outcomes/Goals
1	<i>Julius Caesar</i> by William Shakespeare, Act 1.1, lines 1-80	In this first lesson of the unit, students begin their exploration of William Shakespeare's <i>Julius Caesar</i> . Students read and analyze Act 1.1, lines 1-80 and consider how Shakespeare develops conflicts in this opening scene.
2	<i>Julius Caesar</i> by William Shakespeare, Act 1.2, lines 1-138	In this lesson, students read and analyze Act 1.2, lines 1-138. Students participate in a whole-class dramatic reading of the scene, analyzing how Shakespeare develops characters and introduces central ideas.
3	<i>Julius Caesar</i> by William Shakespeare, Act 1.2, lines 139-187	In this lesson, students read and analyze Act 1.2, lines 139-187 and explore Cassius's use of rhetoric and emerging central ideas, such as the relationship between the individual and the state, social bonds, and ethics of honor.
4	<i>Julius Caesar</i> by William Shakespeare, Act 1.2, lines 225-334	In this lesson, students read Act 1.2, lines 225-334 and analyze Shakespeare's choice to present events from Casca's perspective and the impact of this choice on the plot of the play.
5	<i>Julius Caesar</i> by William Shakespeare, Act 1.3, lines 42-169	In this lesson students read Act 1.3, lines 42-169 and analyze how Shakespeare develops multiple central ideas in this passage.
6	<i>Julius Caesar</i> by William Shakespeare, Act 2.1, lines 1-93	In this lesson, students read Act 2.1, lines 1-93 and explore Brutus's internal conflict, including how it contributes to Brutus's development as a character.
7	<i>Julius Caesar</i> by William Shakespeare, Act 2.1, lines 123-205	In this lesson, students read Act 2.1, lines 123-205 and analyze how the central ideas of ethics of honor and exercise of power develop and interact over the course of this passage.
8	<i>Julius Caesar</i> by William Shakespeare, Act 2.1 lines 253-333	In this lesson, students read Act 2.1, lines 253-333 and analyze how Portia's interaction with Brutus develops the central idea of social bonds.

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Lesson	Text	Learning Outcomes/Goals
9	<i>Julius Caesar</i> by William Shakespeare, Act 2.2 lines 1-137	In this lesson, students read Act 2.2, lines 1-137 and analyze how Shakespeare develops Caesar's character as vain and ambitious through his interactions with Decius in these lines.
10	<i>Julius Caesar</i> by William Shakespeare, Act 3.1, lines 1-91	In this lesson, students read and analyze Act 3.1, lines 1-91 and explore Shakespeare's structural choices to stage the death of the title character abruptly halfway through the play. Students also consider the relationship between the events in the scene and the full title of the play, <i>The Tragedy of Julius Caesar</i> .
11	<i>Julius Caesar</i> by William Shakespeare, Act 1.1-Act 3.1	In this lesson, the Mid-Unit Assessment, students craft a formal, multi-paragraph response to the following prompt: Is Caesar's death a "sacrifice" or a "butchery"?
12	<i>Julius Caesar</i> by William Shakespeare, Act 3.1, lines 163-230	In this lesson, students read Act 3.1, lines 163-230 and consider what Antony's reactions to Caesar's death suggest about his opinion of the conspirators and their actions.
13	<i>Julius Caesar</i> by William Shakespeare, Act 3.1, lines 231-301	In this lesson, students read Act 3.1, lines 231-301, focusing their analysis on Antony's soliloquy. Students consider the different ways in which Antony and Brutus interpret Caesar's death and the events leading up to it. Students consider the ways in which these conflicting interpretations of events drive the action of the play.
14	<i>Julius Caesar</i> by William Shakespeare, Act 3.2, lines 1-67	In this lesson, students listen to a masterful reading of Act 3.2, lines 1-67 and focus on lines 14-49, analyzing Brutus's use of rhetoric in his speech, in preparation for a similar analysis of Antony's speech in 12.2.2 Lesson 15.

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Lesson	Text	Learning Outcomes/Goals
15	<i>Julius Caesar</i> by William Shakespeare, Act 3.2, lines 14-149	In this lesson, students listen to a masterful reading of <i>Julius Caesar</i> Act 3.2, lines 68-149. Students then read and analyze lines 82-117, the beginning portion of Antony's speech. Students also reread Brutus's speech, lines 14-49, before participating in a jigsaw discussion to consider how Brutus and Antony use the words <i>ambition</i> and <i>honor</i> in their speeches. Students then discuss Antony's sincerity in this speech as a whole class.
16	<i>Julius Caesar</i> by William Shakespeare, Act 3.3, lines 1-40	In this lesson, students read and analyze Act 3.3, lines 1-40, consider who is responsible for Cinna's death, and apply their analysis independently in a written response to the Quick Write prompt at the beginning of the Dramatic Reading and Discussion activity.
17	<i>Julius Caesar</i> by William Shakespeare, Act 4.3, lines 317.1-355.1	In this lesson, students read and analyze Act 4.3, lines 317.1-355.1. Students then reread and analyze different descriptions of Caesar's spirit in Act 2.1 and Act 3.1, to make connections across the text as they consider how the appearance of Caesar's ghost develops a conflict in the play.
18	<i>Julius Caesar</i> by William Shakespeare, Act 5.1, lines 1-71	In this lesson, students read Act 5.1, lines 1-71 and practice their dramatic reading skills as they participate in small-group dramatic readings of the focus excerpt, pausing several times to analyze how the complex interactions between characters in this passage develop a central idea in the text.
19	<i>Julius Caesar</i> by William Shakespeare, Act 5.3, lines 1-79	In this lesson, students read Act 5.3, lines 1-79 and participate in an evidence-based discussion as they draw upon their previous work with tragedy to analyze how Cassius's death contributes to the tragedy of <i>Julius Caesar</i> .
20	<i>Julius Caesar</i> by William Shakespeare, Act 5.5, lines 1-87	In this lesson, students read Act 5.5, lines 1-87. Student learning is assessed via a Quick Write at the end of the lesson: How do Shakespeare's choices about how to end <i>Julius Caesar</i> provide a tragic resolution?

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Lesson	Text	Learning Outcomes/Goals
21	<i>Julius Caesar</i> by William Shakespeare, entire text	In this lesson, the first part of the End-of-Unit Assessment, students perform dramatic readings of scenes from William Shakespeare's <i>Julius Caesar</i> . After meeting in their small groups for a final rehearsal, students perform their dramatic readings for the whole class. Students then debrief their performances with their groups and complete group assessments.
22	<i>Julius Caesar</i> by William Shakespeare, entire text	In this final lesson of the unit, the second part of the End-of-Unit Assessment, students write a multi-paragraph analysis in response to the following prompt: Explain how the title <i>The Tragedy of Julius Caesar</i> is appropriate for the play, or propose a new title and explain why it is more appropriate.

Preparation, Materials, and Resources

Preparation

- Read and annotate *Julius Caesar* by William Shakespeare.
- Review the Short Response Rubric and Checklist (optional).
- Review the 12.2.2 Mid-Unit and Part 2 End-of-Unit Text Analysis Rubrics and Checklists.
- Review all 12.2.2 standards and post in classroom.

Materials and Resources

- Chart paper
- Copies of the text *Julius Caesar* by William Shakespeare
- Herbert Wise's 1979 BBC version of *Julius Caesar*
- Writing utensils including pencils, pens, markers, and highlighters
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Self-stick notes for students (optional)
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the 12.2 Common Core Learning Standards Tool (optional)

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- Copies of the Short Response Rubric and Checklist (optional)
- Copies of the 12.2.2 Mid-Unit and Part 2 End-of-Unit Text Analysis Rubrics and Checklists
- Copies of the 12.2.2 Part 1 End-of-Unit Checklist

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